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GRADUATION EXERCISES HELD LAST NIGHT

(Continued from Page 1)

lives and lay down the work for which they are often pre-eminently fitted and deprive their students and pupils of the benefit of their example, knowledge and learning, and seek to make a livelihood in more remunerative fields. Too often this happens while the educators are in the prime of life, and when they have many years remaining which they might profitably devote to the training of the young.

"But in the case of the three men to whom I refer, their achievements have been so remarkable, and they have left such an imprint upon the history of our country, and have worked so devotedly to uplift, benefit and improve humanity, that their resignations call for more than passing notice and greater attention than I can give them tonight.

"President Eliot, of Harvard, has been at the head of that institution for some forty years. Since its foundation, Harvard has been one of the leading colleges of our country. Starting from a small beginning, a donation made by John Harvard, after whom it was named, it has kept pace with the growth of the republic, and during the administration of President Eliot, it became in fact, as well as in name, a university, in comparison with which no other university in the United States stands higher.

"President Angell has guided Michigan university wisely and well for 12 years, and President Cyrus Northrop is rounding out a quarter of a century of service as head of the University of Minnesota. The faithful and wise administration of these men, their marked personality and their far reaching influence, have placed the great institutions of learning over which they have presided so high in the opinions of all educated and right-thinking people, that they serve as beacon lights to guide smaller and less wealthy institutions. Their courses of instruction and sterling worth, smaller colleges endeavor in a measure to follow. The influence for good exercised by the higher educational institutions of our country can not be over-estimated.

Progress in Other Lines

"But it is not alone in these high temples of learning that the progress of our age is so noted, for unusual events have so crowded the last quarter of a century, or even the last decade, that one is sometimes inclined to wonder when, if ever, a halt will be called. Electricity has been developed and harnessed and made use of by man to an extent undreamed of only a few short years ago. In the more thickly populated portions of our country great trains are being moved by it alone, and in a short time it is predicted that locomotive engines will be relegated to the scrap-heap, so far as the transportation of passengers and freight is concerned. Submarine boats have been built which travel under water with nearly as much ease as steamships skim over the waves, and dirigible balloons and aeroplanes, heavier than air, have been successfully constructed, which show that man will conquer the air, and ride through it with the ease and grace of the bird, the movements of which all of us have sometimes admired, and wished that we could emulate. The printing-press and type-setting machines have been improved and perfected, and now undreamed of tons of printed matter are turned out at a price that is a mere trifle. Pictures are printed in colors, and the wire- less telegraph converses with ships thousands of miles at sea, transmitting their messages without wires—making the air itself the medium of transmission. It is not my intention, however, to enter into recapitulation of the wonderful inventions made by man. We are all conscious

of them and see them daily, but the inventions come so frequently and are of such common occurrence, that we hardly give them more than a passing notice, and in a few days we look upon many of them as among the necessities of life.

Civic Prosperity.
"Our civic prosperity has not been equaled elsewhere in the civilized world. Growing and prosperous cities have sprung up where a few short years ago, the prairie dog had his village and night was made hideous by the bark of the coyote. Great combinations of capital, commonly known as trusts, have been organized to develop our latent and hidden resources, and when wisely and honestly administered they have grown fat and have flourished, and have benefited not only their stockholders, but the country where they operate. Capital and labor have been pitted against each other in an organized struggle for supremacy, and still the fight goes on, with sometimes labor, and sometimes capital having the better of the contest, but in the long run both labor and capital and the country at large have been benefited by the struggle, for labor has generally improved its condition and capital has been taught that it cannot go outside of certain limitations fixed by law in carrying on its business and exploiting the country.

"Our late president, who is now in Africa, touched the moral sense of the community and caused an awakening among the people, so that today graft is to a large extent eliminated; has become unpopular, and the politician tries to ascertain what the people wish and what they need and act accordingly. He must do so or be swept from power by an uprising of the people.

"But it is not for our great universities, nor of the recent inventions, nor of the discoveries of scientific men, nor of our civic greatness and prosperity that I shall speak tonight, but of the stable foundation which underlies all these, and which makes them possible; the fountain or spring which furnishes the material from which our colleges and universities secure the students which make them great, our public school system, its uses and its improvement, its merits and its faults, as seen by the eyes of one not a professional educator, but a parent, a patron, a lay-man.

Education Bulwark of Nation.
"Education is what has made the United States so great among nations, and the public school system, including high schools, are where the vast majority of our people have first drank from the fountains of knowledge and where so many have acquired an insatiable thirst for further learning and information. No school, college or university does more, nor pretends to do more, than teach the rudiments of any subject, and point out the way which the student must follow if he desires to pursue the subject to the end and know all that others know concerning it. If he goes farther and makes original investigations, he may discover something new which will make him famous.

"Now, I take it to be a fact which cannot be successfully controverted that the instruction and training given to the young in our common and high schools is of the utmost importance, and the problem of our schools is one of the gravest which we have to face and one of the most important that confronts the American people of today, for if we do not lay the foundation of good citizenship in our public schools, by teaching our children patriotism and love of country, they will not grow up to be good citizens, who care more for the public good than for private gain, and the republic will be in danger and will finally crumble and fall, like so many of the republics and governments of ancient times, of which we read in our histories.

"First of all then our public schools should teach patriotism and love of country. This should be the most important subject in the curriculum. Bend the young twig in the way it should grow, is an old saying, but it is as true today as when it was enunciated. Always teach the young love of country and love of the flag, which is the emblem of our sovereignty, and when they grow older, they will, if necessary, be ready and willing to lay down their lives in its defense. Teach them honesty and love of truth, and teach them to do right, and to love to do right, because it is right, and not because they will gain thereby. Teach them to exercise properly so that they may be strong and vigorous; teach them to be clean both in mind and body, for you must remember that even a simple piece of machinery will not run smoothly and do its work properly, unless all of its parts are kept clean. How much the less can we expect such a complicated piece of mechanism as man, with all of his complicated parts, to do so. Teach them to love law and liberty upon which all good government is based, and

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Improvement Slow But Sure.

"Time and experience alone can improve our schools. New ideas come up from time to time, and it is only by making the experiment and by testing those that are thought worthy, that the good and useful can finally be determined upon, and adopted and put into the regular course of study. Often new studies or courses are proposed which sometimes to my mind do not seem to be adapted to our public or high schools, and which for one I would not have thought of introducing, and yet many of them have been engrafted into the curriculum, which I now believe to have been of very great benefit, and which have helped to make the schools more efficient.

"The one great merit of our public school system is that it gives every one, rich and poor, and white and black, an opportunity to acquire the rudiments of an education, so that all may be better fitted to enter upon the struggle of life, which all of us, save a very few fortunate ones, have to do.

"My idea is, and mind that I speak only as a layman—that the greatest fault with public schools is that usually the classes are too large for the teachers and that they are unable to give to each scholar the attention which he or she should have, so that their character and temperaments may be known and their studies arranged accordingly. This is a fault which it is hard to remedy, because it would take a great deal of money to pay the salaries of double the number of teachers we now have, and even if we had the money, it would be no easy task to find teachers who are qualified, and if they are not qualified, it is better to do without them and try to get along with those we have.

Favors Manual Training.

"For one, I hope the time will soon come in this territory, when in our high schools a course in manual training can be given. The idea of manual training is a recent one, having been conceived in St. Petersburg in 1868. The attention of American instructors was first called to it during the Centennial exhibition in Philadelphia in 1876, and its study convinced teachers that its introduction in the United States would be of incalculable benefit to our young people, many of whom remain in school only long enough to conceive a distaste for manual labor, but not long enough to acquire professional culture. This course of instruction opens a door to an education which combines the intellectual and physical; both mind and body may be disciplined by processes which broaden the man, fitting him to become a useful member of the community and also a producer of wealth. Many pupils who have a fondness for mechanics, by reason of it, will stay longer at school than they do now, and thus improve themselves intellectually and at the same time acquire some knowledge of the mechanical arts. What should be especially taught in these schools is drawing, clay modeling, tinting, joining, wood-carving, forging, sewing and cooking. The result of the establishing of these schools in the United States, is to retain in school many who would otherwise have cut their courses short. The work done in these schools promises to make itself felt in raising the standard of mechanical execution in all the states of the union.

"The school laws of this territory

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"To you young ladies who are about to graduate, I wish you all success. Some of you may in the future teach or fill other places of honor, trust, or profit, and whatever your avocation may be, try to do it well. Give your whole heart, soul and strength to it. Remember the rhyme you learned in the kindergarten,—"Whatever you do, do with your might, things done by halves are never done right." If you follow out that jingle, success is sure to attend your efforts. Most of you will undoubtedly soon have homes of your own, and remember always that the peculiar province of woman is the making of a home. Make it bright and attractive, and inculcate in those about you the idea of honesty, truthfulness, morality and christianity. The making of a proper home by American women of America is the most important duty that you can perform. Do not be led off into the pursuit of strange gods and fads and fancies but remember "that the hand which rocks the cradle rules the world."

"To you, young gentlemen, of the graduating class, I will say that the future opens to you many more chances of work and employment than it does to the young ladies who are graduating with you. Many more opportunities are given to you to employ and use the talents with which the Creator has endowed you, and it depends upon yourselves as to whether you will properly employ those talents and make the best use of them, or whether you will bury them as did the slothful and unfaithful servant in the parable in the New Testament. The young men of today will in a few years be the rulers of this land. I will not say that any of you will guide the destinies of this great Nation, (for not many presidents are born,) or of this territory, soon to be a state; but who would have said it of Lincoln, the rail splitter; of Grant, the tanner; of Hayes, of Garfield, who drove horses on a canal path; of Harrison, of Cleveland, the sheriff of Erie county; of McKinley, of Roosevelt or of Taft, to speak only of our presidents who have occupied the presidential chair during the last half century, when they were of the same ages that you are. No one can tell what the future may have in store for you. Be honest, truthful and determined to succeed in what you may undertake; respect the laws and try to live such a life that you may be fitted to fill any place to which God may call you."

"I cannot say too much in praise of the board of school directors who administer the affairs of this school district, and of the worthy gentleman who is its president. They work without compensation, and their only reward is the thought that they are working for the public good and seek to help posterity by making the schools as good as they can with the means at their disposal. Let us aid them in their work as much as we can, and give them our moral support. Sometimes they may make a mistake perhaps in employing a teacher, but if they do so, they soon ascertain their mistake and remedy it. If we have complaints to make, let us not talk of it on the street corners, nor shout it from the house-tops, but let us rather speak to some member of the board in a dispassionate manner, and if our complaint is well founded, we can rest assured that it will be corrected, for the board only seeks to do the best that it possibly can for the greatest number.

Truth and Honesty Road to Success.
"And now, young ladies and gentlemen, you are about to graduate from the high school of East Las Vegas. Speak of you who can and who feel you are adapted to it, will I hope go to higher institutions of learning and pursue further the paths of knowledge which you have just entered upon here. To you all I say, be honest, truthful and persistent in whatever path you follow. Remember always that honesty, truthfulness, constancy of purpose and de-

The departure or arrival of you or your friends is wanted by The Optic

PRESBYTERIANS OPPOSED TO DRASTIC BLUE LAWS.

Denver, May 29.—Those missionaries who lean too much toward "Blue Laws" will get but little solace from the church if the action of the General Assembly of the Presbyterian church is any criterion. The assembly this morning practically dismissed from the service Alexander and James Waite, both missionaries in North China, because they complained when brother missionaries played tennis and indulged in other worldly pastimes with their charges. The Waite's asked that they be censured. The assembly decided that the Waite's might do better in another field though at the same time commended their religious zeal. The assembly which is making arrangements to finally adjourn this afternoon, unanimously voted to meet at Atlantic City, N. J., next year.

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